

**CHAPTER 7**

**PO 107 – SERVE IN AN AIR CADET SQUADRON**





## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M107.01 – DISCUSS YEAR ONE TRAINING

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Total Time: 30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- prepare a set of Performance Objective (PO) index cards as described in the activity for TP1;
- compile information regarding total periods for each PO (mandatory and complementary) and the activities associated with each PO, including support days (e.g. familiarization flying, field exercises, models, tours, speakers, etc.); and
- create a list of optional training offered at the squadron, including timings, participation requirements and restrictions.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to identify:

- the PO's associated with objectives taught in level one; and

- squadron optional training opportunities.

## IMPORTANCE

Having an overview of the training opportunities available in Level One prepares new cadets for the training year. They will be able to see how training fits together and identify areas of interest.

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### Teaching Point 1

### Conduct an Activity to Introduce Level One POs

Time: 15 min

Method: Activity

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## BACKGROUND KNOWLEDGE

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## PERFORMANCE OBJECTIVES

The Cadet Training Program is divided into subjects called Performance Objectives (POs). There are 15 POs in Level One.

Level 1 (PO and Topic)	Description
101 – Citizenship	Discuss various Canadian symbols that are found at the squadron and in the community.
102 – Community Service	Participate in activities that benefit the community and promote good citizenship.
103 – Leadership	Discuss characteristics of followers, set personal goals and participate in team building activities.
104 – Personal Fitness and Healthy Living	Identify activities that will help achieve a healthy lifestyle and develop a personal activity plan.
105 – Recreational Sports	Participate in various sporting activities.
106 – Marksmanship	Learn the safe handling procedures and techniques in the firing of the cadet air rifle.
107 – General Cadet Knowledge	Discuss training opportunities, identify and address squadron members, wear the cadet uniform.
108 – Drill	Perform basic movements at the halt and on the march to participate in squadron parades.
120 – CF Familiarization	Participate in Canadian Forces familiarization activities and identifying the mission and objectives of the CF and the role of the Air Force in the CF.
121 – Aviation Community Familiarization	Participate in Canadian Aviation, Aerospace and Aerodrome Operations Community familiarization activities.
129 – Radio Communication	Communicate using the phonetic alphabet and numbers.

<b>Level 1 (PO and Topic)</b>	<b>Description</b>
130 – Aviation Activities	Identify aircraft as military, civilian and cadet, describe the main components of an airplane and become familiar with aviation history.
140 – Aerospace	Become familiar with important events in space history and build a model rocket.
160 – Aerodrome Operations	Construct a model aerodrome to become familiar with major aerodrome components and features of a runway.
190 – Aircrew Survival	Participate in an overnight aircrew survival exercise.

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### **ACTIVITY**

Time: 15 min

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#### **OBJECTIVE**

This activity is designed to familiarize the cadet with the POs associated with Level One.

#### **RESOURCES**

- Index cards with one of the 15 PO numbers and topics.
- Index cards with one of the 15 PO descriptions.

#### **ACTIVITY LAYOUT**

1. Prior to the lesson, prepare index cards based on the topic and description provided in the background information. Distribute the index cards to the cadets. The index cards should be taped under chairs or placed face down on the desks.
2. Before starting the activity, ask the cadets what kind of things they think they will learn in the Air Cadet Program.
3. The cadets will look at their cards. Randomly select one of the cadets to read their card aloud.
  - If the card is a PO topic, the cadet who thinks they have the description to match it on their card will read out their answer.
  - If the card outlines a PO description, the cadet who thinks they have the PO topic to match it will read out their answer.
4. The remainder of the cadets in the class should indicate whether they agree or disagree with this match.
5. If the match is incorrect, ask for another cadet who thinks they have the correct match to read it.
6. If the match is correct, confirm it and provide some detail about the PO including periods allotted to it, support day and activities. The index cards should then be posted on the wall.
7. Randomly select another cadet to read their card aloud.
8. The game will continue until all PO topics and descriptions have been covered.



In classes of less than 30 cadets, some cadets will have more than one card.

In classes of more than 30 cadets, provide extra description cards so that all cadets have a card.

## SAFETY

N/A.

## INSTRUCTOR GUIDELINES

- Encourage cadets to participate.
- Provide hints if no one is answering.
- Be enthusiastic about all training opportunities discussed.
- Answer any questions the cadets ask about training.
- Correct or redirect wrong matches.
- Praise correct matches.

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## CONFIRMATION OF TEACHING POINT 1

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## QUESTIONS

Q1. What POs are you most interested in?

## ANTICIPATED ANSWERS

A1. Will vary by cadet.

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## Teaching Point 2

Time: 10 min

## Discuss Squadron Optional Training

Method: Interactive Lecture

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## SQUADRON OPTIONAL TRAINING

In addition to the mandatory training, the squadron may also offer extracurricular activities, called optional training. This may include, but is not limited to:

- bands;
- drill teams;
- sports teams;
- interest clubs;
- ground school;
- biathlon;
- marksmanship;
- trips and tours; and

- special events.

Days of training, timings, level of participation and any other important details should be included.



Discuss only optional activities provided by the squadron. Cadets or staff members involved with those specific activities can be invited to give short presentations.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

Q1. Which optional activities are you most interested in?

### ANTICIPATED ANSWERS

A1. Will vary by cadet.

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## END OF LESSON CONFIRMATION

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### QUESTIONS

Q1. Name one of the subjects taught in year one (go around the class until all POs have been listed).

Q2. Name one optional activity offered by the squadron (go around the class until the main activities are covered).

### ANTICIPATED ANSWERS

A1. Citizenship.

Community Service.

Leadership.

Personal Fitness and Healthy Living.

Recreational Sports.

Marksmanship.

General Cadet Knowledge.

Drill.

CF Familiarization.

Aviation Community Familiarization.

Radio Communication.

Aviation Activities.

Aerospace.

Aerodrome Operations.

Aircrew Survival.

A2. Will vary by squadron.

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### CONCLUSION

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### HOMEWORK/READING/PRACTICE

The squadron training calendar will have information on optional activities.

### METHOD OF EVALUATION

There is no formal assessment of this EO.

### CLOSING STATEMENT

There is a wide variety of training available in Level One. Cadets should look for opportunities to become involved in activities that interest them. The more activities cadets get involved in at the unit, the more they will enjoy and benefit from the program.

### INSTRUCTOR NOTES/REMARKS

Much of the material in this lesson will be specific to each squadron. The squadron training plan must be reviewed in order to accurately represent the mandatory, complementary and support days.

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### REFERENCES

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A3-002 CATO 54-10 Cadets Canada. (1995). CATO 54-10, Local Headquarters Training: Air Cadets. In Cadet Administrative and Training Orders (Vol. 5, 4 pages). Ottawa, ON.





## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 2

#### EO M107.02 – IDENTIFY AIR CADET RANKS AND AIR OFFICER RANKS

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Total Time:

30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- confirm all materials from the activity resource lists are available;
- obtain a set of cadet rank badges and/or slip-ons and (if possible) a set of officer slip-ons from the squadron supply;
- prepare visual aids of the cadet and officer ranks (e.g. pictures, rank poster, overheads, etc.);
- prepare sets of index cards with one each of the Air Cadet rank badges (enough sets to provide each cadet with a card) for TP2 activity; and
- prepare sets of index cards with one each of the officer ranks through to captain (enough sets to provide each cadet with a card) for TP4 activity.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

#### REVIEW

N/A.

## OBJECTIVES

By the end of this lesson the cadet shall be expected to identify Air Cadet and officer ranks.

## IMPORTANCE

It is important that the cadets be able to identify the ranks of both cadets and officers in order to pay proper marks of respect. It is a matter of courtesy to address people by their correct rank.

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### Teaching Point 1

### Identify Air Cadet Ranks

Time: 6 min

Method: Interactive Lecture

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## CADET RANKS

Every cadet in the squadron has a rank. Ranks are an indication of the experience and responsibility of each cadet.

### Air Cadet (AC)

Cadets will start at the rank of Air Cadet upon enrolment.

There is no badge for the rank of Air Cadet.

### Leading Air Cadet (LAC)

Cadets will be promoted to the rank of Leading Air Cadet upon completion of six months of training.

The Leading Air Cadet badge is a propeller. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



*Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).*

Figure 7-2-1 Leading Air Cadet Rank Badge

### Corporal (Cpl)

Cadets may be promoted to the rank of Corporal after successfully completing proficiency Level One.

The Corporal rank badge has two chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



*Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).*

Figure 7-2-2 Corporal Rank Badge

**Sergeant (Sgt)**

The Sergeant rank badge has three chevrons. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



*Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).*

Figure 7-2-3 Sergeant Rank Badge

**Flight Sergeant (FSgt)**

The Flight Sergeant rank badge has three chevrons and a crown. When worn on the jacket it is worn on the upper sleeves, centred midway between the shoulder seam and the point of the elbow.



*Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).*

Figure 7-2-4 Flight Sergeant Rank Badge

**Warrant Officer Second Class (WO 2)**

The Warrant Officer Second Class badge is a crown encircled by a wreath. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



*Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).*

Figure 7-2-5 Warrant Officer Second Class Rank Badge

**Warrant Officer First Class (WO 1)**

Warrant Officer First Class is the highest rank a cadet may achieve.

The Warrant Officer First Class badge is the Canadian Coat of Arms. When worn on the jacket it is worn on the lower sleeves, centred midway between the bottom of the cuff and the point of the elbow.



Adapted from Rank Badges. Retrieved 30 March 2006, from [http://www.cadets.ca/aircad/resources-ressources/symbols/air\\_pages\\_all/air\\_rank.html](http://www.cadets.ca/aircad/resources-ressources/symbols/air_pages_all/air_rank.html).

Figure 7-2-6 Warrant Officer First Class Rank Badge



Ranks are also worn as slip-ons on the all-season jacket and the short sleeve shirt. Slip-ons are worn on both shoulders.



Bringing the badges and/or slip-ons into the classroom to hand around for the cadets to look at would add an element of realism to the class.

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### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS

- Q1. What is the highest rank a cadet may achieve?
- Q2. Which rank has three chevrons?
- Q3. To what rank is a cadet promoted to upon completion of six months of training?

#### ANTICIPATED ANSWERS

- A1. Warrant Officer First Class.
- A2. Sergeant.
- A3. Leading Air Cadet.

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#### Teaching Point 2

#### Conduct an Air Cadet Ranks Activity

Time: 6 min

Method: Activity

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#### ACTIVITY

Time: 6 min

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#### OBJECTIVE

The objective of this activity is for cadets to become familiar with Air Cadet ranks.

## RESOURCES

- Paper copies of each rank found in Annex A (use as many ranks as the number of cadets in the class. If there are more than seven cadets, there can be more than one cadet with the same rank).
- Tape.

## ACTIVITY LAYOUT

1. Explain the activity before beginning. Cadets will have a rank on their back, and they will not know what it is. By asking each other questions about their ranks, they are to determine what rank they are wearing.
2. Tape rank pictures to the back of each cadet (the cadet does not get to see the rank that is on their back). Cadets should not talk while this is being done.
3. The cadets are to walk around and ask other cadets yes/no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet is to determine from the answers what rank they are.
4. The cadets can only ask one question to each of the other cadets to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
5. Once cadets think they have determined what rank they are, they will group with other cadets who are the same rank, if there are any.
6. After three minutes, the cadets present what rank they think they are based on the information they have received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the corporal group/individual.

## SAFETY

Ensure there is an open area in the classroom that the cadets can easily walk around in.

## INSTRUCTOR GUIDELINES

- Ensure that cadets do not take their ranks off to look at them or have another cadet tell them what rank is on their back.
- Ensure that the cadets have a full understanding of how to ask the right questions before starting the activity.

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### Teaching Point 3

### Identify the Air Officer Rank Structure

Time: 7 min

Method: Interactive Lecture

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The instructor should make the cadets aware that they will not usually encounter senior or general officers at the squadron. However, some larger squadrons may have a major as the commanding officer. More emphasis should be placed on the subordinate and junior officers during the lesson.

## SUBORDINATE OFFICER – OFFICER CADET

The Officer Cadet rank is identified by one thin gold braid.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-7 Officer Cadet Rank

## JUNIOR OFFICERS

Once an officer is promoted to the rank Second Lieutenant they become a commissioned member of the Canadian Forces. Receiving a commission means that a person has been recognized by the monarchy (Queen or King) to serve as an officer.

### Second Lieutenant (2Lt)

The rank of Second Lieutenant is identified by one thick gold braid.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-8 Second Lieutenant Rank

### Lieutenant (Lt)

The rank of Lieutenant is identified by one thick gold braid, with one thin gold braid on top of it.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-9 Lieutenant Rank

### Captain (Capt)

The rank of Captain is identified by two thick gold braids.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-10 Captain Rank

## SENIOR OFFICERS

### Major (Maj)

The rank of Major is identified by two thick gold braids with one thin gold braid in between.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-11 Major Rank

### Lieutenant Colonel (LCol)

The rank of Lieutenant Colonel is identified by three thick gold braids.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-12 Lieutenant Colonel Rank

### Colonel (Col)

The rank of Colonel is identified by four thick gold braids.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-13 Colonel Rank

## GENERAL OFFICERS

General officers are unique in that there are two manners to distinguish their ranks. All four of these ranks will wear one extra thick braid on the sleeve of their dress uniform. To distinguish between the four general ranks, there are differences in their epaulettes. All of the epaulettes will have a crown over a crossed sabre and baton, with the distinguishing feature being the number of maple leaves under the swords.

### Brigadier General (BGen)

The rank of Brigadier General is identified by one maple leaf under the swords.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-14 Brigadier General Rank

### Major General (MGen)

The rank of Major General is identified by two maple leaves under the swords.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-15 Major General Rank

### Lieutenant General (LGen)

The rank of Lieutenant General is identified by three maple leaves in a triangular pattern under the swords.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-16 Lieutenant General Rank

### General (GEN)

The rank of General is identified by four maple leaves in a diamond pattern under the swords.



[www.forces.gc.ca/site/Community/insignia/aira\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp)

Figure 7-2-17 General Rank

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## CONFIRMATION OF TEACHING POINT 3

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### QUESTIONS

- Q1. What is the lowest rank that an Air Officer may hold?
- Q2. Which rank has two thick gold braids?
- Q3. How many braids does a Lieutenant wear?



**ANTICIPATED ANSWERS**

- A1. Officer Cadet.
- A2. Captain.
- A3. One narrow and one wide braid.

**Teaching Point 4****Conduct an Air Officer Ranks Activity**

Time: 6 min

Method: Activity

**ACTIVITY – RANK TRADE**

Time: 6 min

**OBJECTIVE**

The objective of this activity is for cadets to become familiar with the Air Officer ranks.

**RESOURCES**

Pictures of Air Officer ranks from OCdt to Capt on index cards, as found in Annex B (one card per cadet).

**ACTIVITY LAYOUT**

- Distribute index cards, one for each cadet.
- Direct cadets to introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade cards. Repeat so that each cadet has traded with three different cadets.
- Direct the cadets to form groups based on the ranks they are holding.
- Direct the groups to form a line of ranks, in order, from OCdt to Capt.

**SAFETY**

N/A.

**INSTRUCTOR GUIDELINES**

- Ensure the cadets are properly introducing their ranks.
- Answer questions that may arise.
- Confirm the cadets' success.

**END OF LESSON CONFIRMATION**

Direct cadets to complete the rank matching exercise in their handbook, which corresponds to this EO. The cadets should have two minutes to complete the exercise, working in pairs. The instructor will then review the correct answers. This exercise can be completed on the cadets' own time if class time runs out.

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## CONCLUSION

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### HOMEWORK/READING/PRACTICE

More information on the senior officer ranks can be found in the cadet handbooks. Encourage the cadets to refer to staff by rank and name as much as possible.

### METHOD OF EVALUATION

There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the squadron.

### CLOSING STATEMENT

Every member of the squadron has a rank. It is important to be able to recognize cadets and officers by their rank in order to demonstrate the proper respect. Practicing rank recognition and knowing the officers at the squadron is vital for cadets to be able to serve as a member of the squadron. Rank recognition is the first step in knowing and following the chain of command.

### INSTRUCTOR NOTES/REMARKS

N/A.

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## REFERENCES

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- A3-004 CATO 51-02 Cadets Canada. (2002). CATO 51-02, Air Cadet Promotions. In Cadet Administrative and Training Orders (Vol. 5, 9 pages). Ottawa, ON.
- A3-005 QR&O 3.01 Departments of National Defence. (2006). QR&O 3.01, *Ranks and Designation of Rank*. In Queen's Regulations and Orders for the Canadian Forces (Vol. 1, Chapter 3). Ottawa, ON.



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 3

#### EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

Total Time:

30 min

### INTRODUCTION

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor is required to:

- review the lesson content, and become familiar with the material;
- assign handbook reading to cadets that relates to this EO; and
- prepare a suitable classroom area.

#### PRE-LESSON ASSIGNMENT

Prior to the lesson, the cadet shall have read the handbook material related to this EO. The material covers origins of saluting and supplementary information on appropriate occasions to pay compliments.

#### APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to know when and where to pay compliments.

#### IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and the Cadet Summer Training Centre.

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**Teaching Point 1**

**Explain the Procedures for Addressing Cadet NCOs and Subordinate Officers**

Time: 7 min

Method: Interactive Lecture/Activity

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**ADDRESSING CADET NCOs AND SUBORDINATE OFFICERS**

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



The instructor should demonstrate this process prior to moving on to the activity.

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**ACTIVITY**

Time: 3 min

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**OBJECTIVE**

To allow cadets to practice the procedures for addressing cadet NCOs and subordinate officers.

**RESOURCES**

Role-play area.

**ACTIVITY LAYOUT**

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the NCO or subordinate officer.
- Have cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
  - approaching the NCO/subordinate officer and standing at the position of attention;
  - addressing the NCO/subordinate officer by their rank and surname; and
  - dismissal.

**SAFETY**

N/A.

**INSTRUCTOR GUIDELINES**

Ensure there is a sufficient area to conduct the role-play activity.

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## CONFIRMATION OF TEACHING POINT 1

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**QUESTIONS**

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

**ANTICIPATED ANSWERS**

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

**Teaching Point 2****Explain the Procedures for Addressing a Commissioned Officer**

Time: 5 min

Method: Interactive Lecture/Activity

**ADDRESSING COMMISSIONED OFFICERS**

When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



The instructor should demonstrate this process prior to moving on to the activity.

**ACTIVITY**

Time: 3 min

**OBJECTIVE**

To allow cadets to practice the procedures for addressing commissioned officers.

**RESOURCES**

Role-play area.

## ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.
- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the commissioned officer.
- Have cadets practice the procedures for addressing commissioned officers, including:
  - approaching the commissioned officer and standing at the position of attention;
  - saluting;
  - addressing the commissioned officer by their rank and surname;
  - saluting prior to dismissal; and
  - dismissal.

## SAFETY

N/A.

## INSTRUCTOR GUIDELINES

Ensure there is a sufficient area to conduct the role-play activity.

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### CONFIRMATION OF TEACHING POINT 2

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## QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

## ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

---

### Teaching Point 3

### Explain Regulations for Paying Compliments Inside a Building

Time: 9 min

Method: Interactive Lecture/Activity

---

## PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. Cadets, however, shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

### Entering an Office

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and

- politely ask permission to enter the office.

### Leaving an Office

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



The instructor should demonstrate this process prior to moving on to the activity.



*RCAC Level One Handbook, Cadets Canada, 1993*

Figure 7-3-1 Entering and Leaving an Office

---

## ACTIVITY

Time: 5 min

### OBJECTIVE

To allow cadets to practice the procedures for entering and leaving offices.

### RESOURCES

Role-play area.

### ACTIVITY LAYOUT

- Dependent on time, the cadets can be divided into groups and practice these procedures with their peers.

- If time does not allow, call for volunteers to come to the front of the class. In this case, the instructor shall play the role of the office occupant.
- Have cadets practice the procedures for entering and leaving offices, including:
  - Entering:
    - stand at the position of attention in the doorway when entering;
    - salute if wearing headdress and the office occupant holds a commission; and
    - politely ask permission to enter the office.
  - Leaving:
    - stand at the position of attention in the doorway when leaving the office;
    - salute if wearing headdress and the office occupant holds a commission; and
    - depart.

**SAFETY**

N/A.

**INSTRUCTOR GUIDELINES**

Ensure there is a sufficient area to conduct the role-play activity.

---

**CONFIRMATION OF TEACHING POINT 3**

---

**QUESTIONS**

Q1. Name two times or places where compliments are paid inside a building.

**ANTICIPATED ANSWERS**

A1. Parade square, ceremonial occasions, entering and leaving offices.

---

**Teaching Point 4**

**Explain Other Occasions To Pay Compliments**

Time: 4 min

Method: Interactive Lecture

---

**OTHER OCCASIONS TO PAY COMPLIMENTS**

It is appropriate for cadets to salute on different occasions:

- When the Canadian or another foreign national anthem is played.
- When recognizing a commissioned officer who is not in uniform.
- When The National Flag of Canada is being lowered or raised.
- When boarding or disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.



---

**CONFIRMATION OF TEACHING POINT 4**

---

**QUESTIONS**

- Q1. Does one salute when recognizing a commissioned officer out of uniform?
- Q2. Does one pay compliments if the Star Spangled Banner is played?

**ANTICIPATED ANSWERS**

- A1. Yes, compliments shall be paid.
- A2. Yes, compliments are paid for all national anthems.

---

**END OF LESSON CONFIRMATION**

---

This lesson will be confirmed by verbal questioning.

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the corps/squadron.

**CLOSING STATEMENT**

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps/squadron and at the Cadet Summer Training Centre.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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- A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

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## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 4

#### EO M107.04 – STATE THE AIMS AND MOTTO OF THE AIR CADET PROGRAM

---

Total Time:

30 min

---

### INTRODUCTION

---

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area; and
- prepare puzzles for the end of lesson confirmation.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the mission and vision of the Cadet Program and state the aims and motto of the Air Cadet Program.

#### IMPORTANCE

Knowing the aims and motto of the Air Cadet Program are fundamental for any cadet. This information will give cadets a better understanding of how the Cadet Program can help them develop as a cadet and an individual.

---

**Teaching Point 1**

**Conduct a Brainstorming Activity on the Mission of the Cadet Program**

Time: 5 min

Method: Activity

---



Conduct the brainstorming activity outlined below before stating the mission.

---

**ACTIVITY**

Time: 5 min

---

**OBJECTIVE**

The objective of this activity is for the cadets to brainstorm ideas about what they think the Cadet Program mission is.

**RESOURCES**

- Flipchart paper.
- Flipchart markers.

**ACTIVITY LAYOUT**

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the mission (or objective) of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes have elapsed, have each group present their ideas.
- Finish the activity by stating the mission of the Cadet Program.

**SAFETY**

N/A.

**INSTRUCTOR GUIDELINES**

- During the activity, monitor the cadets' progress and ensure all members of the class are participating.
- Answer any questions the cadets may have.
- Provide a simplified definition of a mission if the cadets are experiencing difficulty during this activity.

**MISSION**

The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

**CONFIRMATION OF TEACHING POINT 1**

Q1. What is the mission of the Cadet Program?

**ANTICIPATED ANSWER**

A1. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

**Teaching Point 2****Conduct a Brainstorming Activity on the Vision of the Cadet Program**

Time: 5 min

Method: Activity



Conduct the brainstorming activity outlined below before stating the vision.

**ACTIVITY**

Time: 5 min

**OBJECTIVE**

The objective of this activity is for the cadets to brainstorm ideas about what they think the Cadet Program vision is.

**RESOURCES**

- Flipchart paper.
- Flipchart markers.

**ACTIVITY LAYOUT**

- Separate the class into two groups.
- Give each group a piece of flipchart paper and a marker.
- Direct each group to brainstorm ideas about what they think the vision of the Cadet Program is.
- Give the groups two minutes to complete this activity.
- After the two minutes have elapsed, have each group present their ideas.
- Finish the activity by stating the vision of the Cadet Program.

## **SAFETY**

N/A.

## **INSTRUCTOR GUIDELINES**

- During the activity, monitor the cadets' progress and ensure all members of the class are participating.
- Answer any questions the cadets may have.
- Provide a simplified definition of a vision if cadets are having difficulty during this activity.

## **VISION**

The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

---

### **CONFIRMATION OF TEACHING POINT 2**

---

## **QUESTIONS**

Q1. What is the vision of the Cadet Program?

## **ANTICIPATED ANSWERS**

A1. The vision of the Cadet Program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.

---

### **Teaching Point 3**

### **Describe the Three Aims of the Cadet Program**

Time: 7 min

Method: Interactive Lecture

---

## **DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP**

The Cadet Program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

## **PROMOTE PHYSICAL FITNESS**

The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with ongoing participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

## **STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES (CF)**

The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the Sea, Army and Air Cadet organizations. Also, they distinguish the Cadet Program as a whole from other youth development programs.

### **CONFIRMATION OF TEACHING POINT 3**

#### **QUESTIONS**

- Q1. What are the three aims of the Cadet Program?
- Q2. How does the Cadet Program help in developing good citizens and leaders?
- Q3. How does the Cadet Program promote physical fitness?
- Q4. How does the Cadet Program stimulate an interest in the sea, land and air activities of the Canadian Forces?

#### **ANTICIPATED ANSWERS**

- A1. Develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the CF.
- A2. Through citizenship and community services activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national, and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.  
  
Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.
- A3. The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with ongoing participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.
- A4. The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the Sea, Army and Air Cadet organizations. Also, they distinguish the Cadet Program as a whole from other youth development programs.

#### **Teaching Point 4**

#### **State the Motto of the Air Cadet Program**

Time: 3 min

Method: Interactive Lecture

#### **MOTTO**

The motto of the Air Cadet Program is: To Learn – To Serve – To Advance.

- To Learn – the cadets learn new things throughout the program from qualified people, from various fields of expertise.
- To Serve – the cadet learns how to serve in the community and within their local squadron.
- To Advance – the cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.

---

### CONFIRMATION OF TEACHING POINT 4

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#### QUESTIONS

- Q1. What is the motto of the Air Cadet Program?
- Q2. What does “To Learn” mean?
- Q3. What does “To Serve” mean?
- Q4. What does “To Advance” mean?

#### ANTICIPATED ANSWERS

- A1. To Learn – To Serve – To Advance.
- A2. The cadet learns new things throughout the program from qualified people, from various fields of expertise.
- A3. The cadet learns how to serve in the community and within their local squadron.
- A4. The cadet is able to advance through the program by gaining knowledge and then passing their knowledge and experience on to other cadets.



Other answers to questions 2 to 4 may arise. Each aspect of the motto can mean something different for each cadet.

---

### END OF LESSON CONFIRMATION

---

#### ACTIVITY

Time: 5 min

#### OBJECTIVE

The objective of this activity is to confirm the teaching points of the lesson. Cadets will have to assemble puzzles of the mission, vision, aim and motto of the Air Cadet Program.

#### RESOURCES

- Puzzles found in Annex C.
- Envelopes.



**ACTIVITY LAYOUT**

- Cut each puzzle found in Annex C and place each into a separate envelope.
- Separate the class into four groups.
- Give each group an envelope with a puzzle in it.
- Direct each group to piece together the puzzle in the envelope.
- When the puzzles are complete, have a member of each group read out what their puzzle says.
- Finish the activity by reconfirming each puzzle.

**SAFETY**

N/A.

**INSTRUCTOR GUIDELINES**

- During the activity, the instructor will supervise the cadets' progress and ensure all members of the class are participating.
- The instructor will answer any questions the cadets may have.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

The aims and motto of the Air Cadet Program provide the cadet with a greater understanding of what it means to be an Air Cadet, and will foster a sense of pride in belonging to the Air Cadet Program.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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- A0-003 Cadets Canada. (1999). CATO 11-03, *Aim of the Canadian Cadet Organizations*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.

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## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 5

### EO M107.05 – WEAR THE AIR CADET UNIFORM

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Total Time:

60 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- gather all necessary uniform parts, badges, and accessories to be introduced to the cadets; and
- ensure a senior cadet is available to be in the class for demonstration purposes.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to properly care for and wear the Air Cadet uniform to the standard set forth in CATO 55-04, *Royal Canadian Air Cadet Dress Instructions*.

#### IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress and appearance. Grooming shall be such as to reflect credit on the individual and the Canadian Cadet Organization (CCO).

**Teaching Point 1****Explain the Correct Manner to Wear Headdress**

Time: 5 min

Method: Interactive Lecture



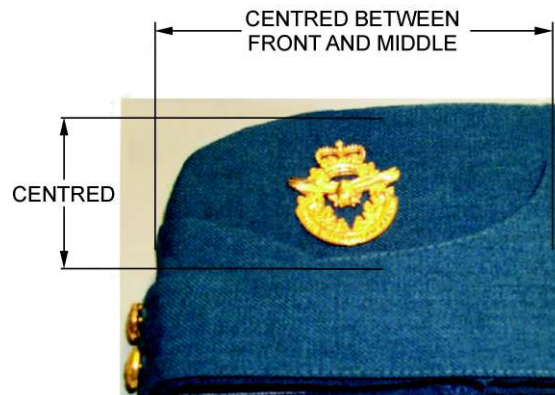
As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

**WEDGE**

The wedge shall be worn on the right side of the head with the lower point of the front crease in the centre of the forehead and with the front edge of the cap 2.5 cm above the right eyebrow. Two air force buttons must be attached in pre-cut holes at the front.

**WEDGE INSIGNIA**

The wedge insignia is to be worn on the left side of the wedge with the centre of the badge positioned mid-way between the front and mid-point of the wedge.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-1 Placement of Wedge Insignia

**WIDE BRIMMED TAN SUMMER HAT**

The wide brimmed tan summer hat may be worn during summer activities for which the wedge is unsuitable.

**TOQUE**

The toque may be worn outside when weather conditions dictate.

---

**CONFIRMATION OF TEACHING POINT 1**


---

**QUESTIONS**

- Q1. On what side of the wedge is the insignia worn?
- Q2. Where are the two air force buttons placed on the wedge?
- Q3. When and where can the toque be worn?

**ANTICIPATED ANSWERS**

- A1. Left side.  
 A2. In pre-cut holes on the front of the wedge.  
 A3. Outside when weather conditions dictate.

**Teaching Point 2****Explain the Correct Manner to Wear and Care for Clothing Articles on the Upper Body**

Time: 7 min

Method: Interactive Lecture



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

**SHORT SLEEVE SHIRT**

The short sleeve shirt may be worn with or without the tie. It can also be worn with or without the jacket. It shall be kept clean and pressed. The only crease is to be down the centre of each sleeve starting at the centre of each epaulette. The shirt shall be tucked into the pants and the top button shall remain open when not wearing the tie.

**NECKTIE**

The necktie shall be knotted neatly using a Windsor or four-in-hand knot and shall be kept tight. Plain gold colour tie clips or pins may be used. When the jacket is removed, the tie shall not be tucked into the shirt except for safety reasons.



WINDSOR KNOT

*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-2 Method for Tying a Windsor Knot



FOUR-IN-HAND KNOT

*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-3 Method for Tying a Four-in-Hand Knot



The instructor can briefly show the class the two methods for tying the tie. This information is also found in the handbook for reference purposes when the cadets are practicing on their own time.

### **LIGHT BLUE COTTON T-SHIRT**

The light blue cotton T-shirt may be worn with the appropriate orders of dress. It shall be wrinkle free at all times.

### **TURTLENECK SWEATER**

The turtleneck sweater may be worn with or without the jacket but the jacket must be worn when proceeding to and from the squadron's location. Sleeves shall not be rolled or taken up.

### **JACKET AND JACKET BELT**

The cadet jacket with cloth belt shall be worn fully buttoned with the exception of the top button. Jackets may be removed in buildings and offices when authorized. The jacket shall be kept clean and pressed. The sleeves of the jacket shall be roll pressed with no creases. The jacket belt shall be worn so as the excess of the belt, once attached, is on the left side of the buckle. The buckle shall be adjusted so that the excess of the belt on the left side is not more than 8 cm.

### **ALL-SEASON JACKET**

The all-season jacket may be worn year round when weather conditions dictate. The liner and the exterior jacket may be worn separately or as a set. Rank slip-ons shall be worn on both.

### **RANK SLIP-ONS**

Rank slip-ons shall be worn on both shoulders with the short-sleeve shirt, the all-season jacket, with the CF flying suit at the flying site for authorized cadets and with CF combat clothing during squadron survival exercises when authorized by the squadron CO.

### **GREY SPORTS T-SHIRT**

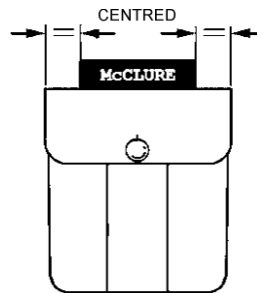
The grey sports T-shirt shall be worn as directed by the squadron or CSTC CO.

## BLACK GLOVES AND MITTS

Plain black civilian pattern gloves and mitts may be worn with the overcoat, parka, or all-season jacket when weather conditions dictate.

## NAMETAG

The nametag shall be made of a blue and white laminated plastic plate 6.3 cm in length and 1.2 cm in height. It shall be inscribed with white lettering 0.6 cm high and shall indicate only the surname of the cadet. The nametag is worn over the right breast pocket and should be detachable.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-4 Right Breast Pocket with Nametag

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS

- Q1. What are the two methods for tying the tie?
- Q2. Where are the creases in the short sleeve shirt placed?
- Q3. How are the sleeves of the jacket pressed?

### ANTICIPATED ANSWERS

- A1. Windsor and four-in-hand knots.
- A2. The only crease to be in the shirt is to be down the centre of each sleeve starting at the centre of each epaulette.
- A3. The sleeves of the jacket shall be roll pressed with no creases.

---

### Teaching Point 3

### Explain the Correct Manner to Wear And Care for the Trousers and Shorts

Time: 6 min

Method: Interactive Lecture

---



As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

## TROUSERS

The trousers shall be steam pressed without starch so as to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom and shall not be sewn or glued.

## BLACK BELT

The black belt shall be worn with the trousers such that the buckle is centred and the ends are "brass on brass". Brass on brass is when the end of the belt meets the brass buckle, and when the belt is done up, there is no black showing between the two pieces of brass. The belt may need to be adjusted in order for this to occur.

## GREY SPORTS SHORTS

The grey sports shorts shall be worn as directed by the squadron or CSTC CO.

---

### CONFIRMATION OF TEACHING POINT 3

---

## QUESTIONS

- Q1. Where are the creases in the trousers placed?  
Q2. How is the buckle on the belt worn?

## ANTICIPATED ANSWERS

- A1. The trousers are pressed to have creases down the centre of each leg in the front and the back. Creases shall extend from the top of the leg to the bottom.  
A2. Centred with the ends brass on brass.

---

## Teaching Point 4

## Explain the Correct Manner to Wear and Care for Footwear

Time: 7 min

Method: Interactive Lecture

---

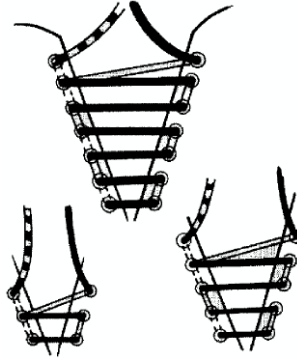


As each piece of uniform is being presented, the instructor should explain and show the proper wear and care (where applicable) of the piece using a senior cadet as a demonstrator.

## BOOTS

Black ankle boots are to be laced horizontally from side-to-side.





*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-5 Method of Lacing Boots

When the boots are tied, the ends of the laces are to be tucked inside the boot. Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to the heel or sole. No varnish other than shoe polish will be used to shine the boots.

### **CARE OF THE BOOTS**

The black ankle boots should be cleaned and polished on a regular basis. General guidelines for polishing the boots include:

1. The welts of the boot are to be cleaned with an old toothbrush and black boot polish.
2. Use a polish cloth wrapped around the index finger.
3. Apply a moderate amount of polish to the cloth.
4. Apply the polish in a circular motion to the area being polished.
5. Start with large circles to cover the area with polish.
6. Use smaller circles as the polish gets worked into the boot.
7. Continue to work in a circular motion until circles formed by the polish are no longer visible.
8. The whole boot is to be polished, not just the toe.

### **RUNNING SHOES**

Running shoes shall be worn as directed by the squadron or CSTC CO.

### **GREY WOOL SOCKS**

Grey wool socks shall be worn with boots and running shoes. If a cadet suffers from a recognized allergy to wool the cadet may wear grey or black cotton or nylon socks.

---

## **CONFIRMATION OF TEACHING POINT 4**

---

### **QUESTIONS**

- Q1. When should grey wool socks be worn?
- Q2. How should the black ankle boots be laced?

## ANTICIPATED ANSWERS

- A1. Grey socks shall be worn at all times with boots and issued running shoes unless the cadet suffers from a recognized allergy to wool.
- A2. The black ankle boots should be laced horizontally from side to side.

---

### Teaching Point 5

### Explain the Placement of Level One Air Cadet Badges

Time: 7 min

Method: Interactive Lecture

---

## SQUADRON SHOULDER BADGES

Squadron shoulder badges are to be worn on both sleeves of the jacket only. The top of the badge is to be 2 cm below the upper shoulder seam.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-6 Squadron Shoulder Flash

## LAC RANK BADGES

LAC rank badges are to be worn centered on both sleeves of the jacket, midway between the elbow and the upper shoulder seam.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-7 LAC Rank Badge



All badges are to be sewn onto the jacket neatly and with thread that blends in with the colour of the badge and the uniform.

---

## CONFIRMATION OF TEACHING POINT 5

---

## QUESTIONS

- Q1. What uniform part are the squadron shoulder flashes worn on?
- Q2. How far down the sleeve is the squadron shoulder flash worn?
- Q3. Where are the LAC badges worn on the uniform?

**ANTICIPATED ANSWERS**

- A1. Only on the jacket.
- A2. 2 cm.
- A3. LAC rank badges are to be worn centered on both sleeves, midway between the elbow and the upper shoulder seam.

**Teaching Point 6****Explain Personal Appearance While in Uniform**

Time: 8 min

Method: Interactive Lecture

**GENERAL APPEARANCE**

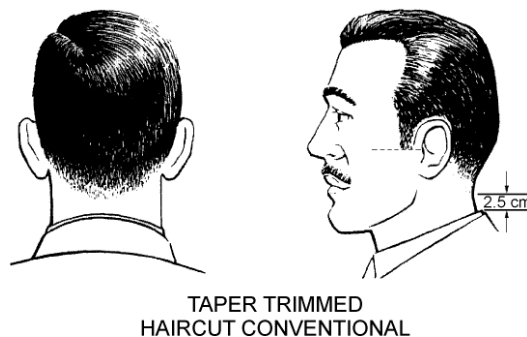
Cadets in uniform shall be well groomed with footwear cleaned and shone. Uniforms shall be clean and properly pressed at all times. In particular, buttons, fasteners and zippers shall be kept closed. Pockets shall not bulge. Items such as glasses, sunglasses, glasses cases, pens, pencils, key-rings or paper shall not visibly extend or protrude from pockets or be suspended from waist belts or pockets. Headsets from a radio receiver, tape/CD player or other personal entertainment devices shall not be worn.

**Hairstyles**

Hair shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the wedge. Style and colour shall not be bizarre, exaggerated or of unusual appearance. Unusual colours such as green, bright red, orange, purple, etc. are not permitted.

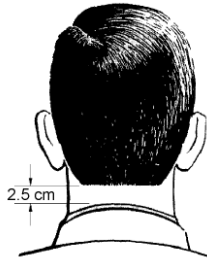
**Male Hairstyles**

Male cadets' hair shall be taper trimmed at the back, sides, and above the ears to blend with the hairstyle. It shall be no more than 15 cm in length. When the hair is groomed and wedge is removed, no hair shall touch the ears or fall below the top of the eyebrows.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-8 Taper Trimmed Haircut – Conventional



TAPER TRIM HAIRCUT  
STRAIGHT BACK APPEARANCE

*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-9 Taper Trimmed Haircut – Straight Back Appearance

### Sideburns

Sideburns shall not extend below a line horizontally bisecting the ear. They shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle.

### Moustaches

When moustaches are worn, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth. Moustaches shall be kept neatly trimmed, not be greater than 2 cm (3/4 in.) in bulk, not extend below the corners of the mouth, and not protrude beyond the width of the mouth.



*Canadian Forces Dress Instructions*

Figure 7-5-10 Moustache

### Female Hairstyles

Female cadets' hair shall not extend below the lower edge of the shirt collar.



SHORT HAIR STYLE



CURLED HAIR STYLE

*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-11 Female Short Hairstyles

Hair may be worn in a bun at the back of the head.



STRAIGHT HAIR STYLE WITH BUN

*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-12 Hair Styled in Bun

Braids shall be styled conservatively and tied tightly. They shall be secured at the end by a knot or a small unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. When gathered behind the head and braided hair shall be a maximum length that does not extend below the top of the armpit.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-13 Single Braid



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-14 Double Braids

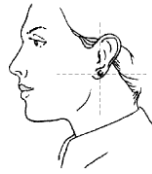
### **Make-up**

Female cadets are authorized to wear a minimal amount of make-up. When wearing the uniform, make-up shall be applied conservatively. This precludes the use of false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish, and excessive facial make-up.

### **Jewellery**

The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature.

Female cadets in uniform may wear a single pair of plain gold studs, silver stud or white pearl earrings in pierced ears. The single stud earring (worn in the centre of each earlobe) shall be spherical in shape and not exceed 0.6 cm in diameter. Male cadets are not authorized to wear an earring or earrings.



*Royal Canadian Air Cadet Dress Instructions*

Figure 7-5-15 Stud Earring Centred in Earlobe

### **Tattoos and Piercings**

Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.

### **Accessories**

Civilian pattern backpacks shall be of conservative appearance. They may either be carried in the left hand or worn suspended from both shoulders and square on the back.

Female cadets are permitted to carry a purse. The purse is to be held in the left hand or suspended over the left forearm. When the purse is carried as a shoulder bag, the strap shall be suspended from the left shoulder with the top of the purse not higher than waist level. It shall not be carried as a handbag.

### **Eyeglasses/Sunglasses**

Eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear. Cadets, who normally wear eyeglasses, may wear either conventionally framed prescription sunglasses or conservatively styled clip-on sunglasses when conditions and circumstances dictate. Other cadets may wear conservatively styled sunglasses, which do not detract from the overall appearance of the uniform when conditions and circumstances dictate. Sunglasses shall not be worn when parading unless authorized by the CSTC or Squadron CO in special circumstances.

### **Carrying of Articles**

If any article is being carried, such as a briefcase, it is to be carried in the left hand. If an article is being carried while marching, the left arm is not swung.

### **Civilian Clothing**

Other than those specific items listed in the CATO, civilian clothing shall not be worn with the cadet uniform unless authorized by the CSTC or squadron CO in special circumstances. This includes, but is not limited to, civilian jackets and hats.

### **General Deportment**

Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand-in-hand and similar deportment that detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets. Physical displays of affection between uniformed cadets shall be avoided.

---

## **CONFIRMATION OF TEACHING POINT 6**

---

### **QUESTIONS**

Q1. What hand should articles be held in?

- Q2. What is the policy on tattoos and piercings?
- Q3. What deportment is unacceptable for cadets?
- Q4. What jewellery is authorized for wear while in uniform?

### ANTICIPATED ANSWERS

- A1. Left hand.
- A2. Cadets shall not acquire visible tattoos that could be deemed to be offensive or otherwise reflect discredit on the Canadian Cadet Movement. Cadets in uniform shall not wear visible body piercing adornments (tongue included). Covering the unauthorized piercing with an adhesive bandage is not acceptable.
- A3. Chewing gum, slouching, sauntering, placing hands in pockets, smoking, eating on the street, walking hand-in-hand and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets.
- A4. The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature. Female cadets in uniform may wear a single pair of plain gold studs, silver stud or white pearl earrings in pierced ears.

---

### END OF LESSON CONFIRMATION

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### ACTIVITY

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Time: 10 min

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### OBJECTIVE

The objective of this activity is to have the cadets properly identify various parts of the uniform and demonstrate the proper wear and care of the piece.

### RESOURCES

- Uniform pieces presented in lesson.
- Container for drawing slips of paper.
- Slips of paper with uniform pieces written on them found in Annex D.

### ACTIVITY LAYOUT

- Cut out and place the pieces of paper with the uniform parts written on them in a container.
- One at a time, each cadet will chose a slip of paper and find and display the part of the uniform they have chosen.
- After finding the uniform part, the cadet will describe to the class how to properly wear and care for that piece.
- Repeat these steps until each cadet has chosen a piece. If there are more cadets than pieces of uniform, put the pieces of paper back in the container and start again.

### SAFETY

N/A.

## INSTRUCTOR GUIDELINES

During the activity the instructor will supervise and praise the cadets as they present each piece of the uniform.



The confirmation of this lesson will also take place on a weekly basis as cadets wear their uniforms to squadron activities.

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## CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

There is no formal assessment of this EO. Cadets will be expected to properly wear the Air Cadet uniform on an ongoing basis in accordance with the *Royal Canadian Air Cadet Dress Instructions*. Cadets will be expected to maintain an acceptable standard of personal dress and deportment.

### CLOSING STATEMENT

The Air Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance, and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

### INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the cadets' requirement to properly care for and maintain their uniforms at all times. Cadets should learn from the beginning how to properly maintain their uniforms and wear them properly.

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

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## REFERENCES

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- A0-001 A-AD-265-000/AG-001, DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.
- A3-006 Cadets Canada. (2005). CATO 55-04, *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa, ON.





## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 6

### EO M107.06 – DISCUSS SUMMER TRAINING OPPORTUNITIES

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Total Time:

30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the summer training opportunities available to year one and shall be introduced to the various summer streams in the Air Cadet Program.

#### IMPORTANCE

It is important for the cadet to understand the training opportunities available to them during the year one summer so they are aware of what courses they are eligible to attend. It is also important to know what opportunities are available in future summers in order to start thinking about what courses they may wish to complete in the future.

---

**Teaching Point 1****Discuss the Basic Course**

Time: 10 min

Method: Interactive Lecture

---

**AIM**

The basic course is two weeks in duration. The aim of the basic course is to familiarize qualified Level One cadets with life at the Cadet Summer Training Centre, introduce cadets to all summer training program areas, and further develop the fundamentals of Air Cadet training.

**LOCATIONS**

The basic course is conducted at various summer training centres across the country including:

- Albert Head, BC.
- Bagotville, QC.
- Greenwood, NS.
- Penhold, AB.
- Trenton, ON.
- Whitehorse, NWT.



[www.theodora.com/maps](http://www.theodora.com/maps)

Figure 7-6-1 Map of Summer Training Centres Across Canada

The basic course is comprised of the following performance objectives:

- PO 101: Participate in Citizenship Activities.
- PO 103: Participate as a Member of a Team.
- PO 105: Participate in Recreational Sports.

- PO 106: Fire the Cadet Air Rifle.
- PO 107: Serve in an Air Cadet Squadron.
- PO 108: Participate in an Annual Ceremonial Review (ACR) Parade.
- PO 112: Participate in a Music Familiarization Activity.
- PO 130: Participate in Aviation Activities.
- PO 140: Participate in Aerospace Activities.
- PO 160: Participate in Aerodrome Operations Activities.
- PO 190: Participate in a Field Exercise.

---

### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS

- Q1. How long is the basic course?
- Q2. Name one location of the basic course.
- Q3. What are two performance objectives of the basic course?

#### ANTICIPATED ANSWERS

- A1. The basic course is two weeks in duration.
- A2. The basic course is conducted in Albert Head, BC; Bagotville, QC; Greenwood, NS; Penhold, AB; Trenton, ON; and Whitehorse, NWT.
- A3. PO 101: Participate in Citizenship Activities.  
 PO 103: Participate as a Member of a Team.  
 PO 105: Participate in Recreational Sports.  
 PO 106: Fire the Cadet Air Rifle.  
 PO 107: Serve in an Air Cadet Squadron.  
 PO 108: Participate in an Annual Ceremonial Review (ACR) Parade.  
 PO 112: Participate in a Music Familiarization Activity.  
 PO 130: Participate in Aviation Activities.  
 PO 140: Participate in Aerospace Activities.  
 PO 160: Participate in Aerodrome Operations Activities.  
 PO 190: Participate in a Field Exercise.

---

**Teaching Point 2****Introduce the Summer Training Program Areas**

Time: 10 min

Method: Interactive Lecture

---

**AVIATION**

Aviation summer courses include:

- A three-week Introduction to Aviation Course (ITAC). This course can be taken starting in the summer of year two.
- A three-week Advanced Aviation Course (AAC). This course can be taken starting in the summer of year three.
- A six-week Glider Pilot Scholarship (GPS). This course can be taken starting in the summer of year three.
- A seven-week Power Pilot Scholarship (PPS). This course can be taken starting in the summer of year four.

**LEADERSHIP**

Leadership summer courses include:

- A three-week Introduction to Leadership Course (ITLC). This course can be taken starting in the summer of year two.
- A six-week Senior Leaders Course (SLC). This course can be taken starting in the summer of year four.

**SURVIVAL**

Survival summer courses include:

- A three-week Introduction to Survival Training Course (ITSTC). This course can be taken starting in the summer of year two.
- A six-week Survival Instructor Course (SIC). This course can be taken starting in the summer of year three.

**AEROSPACE**

Aerospace summer courses include:

- A three-week Introduction to Aerospace Course (ITASC). This course can be taken starting in the summer of year two.
- A six-week Advanced Aerospace Course (AASC). This course can be taken starting in the summer of year three.

**AVIATION TECHNOLOGY**

Aviation technology summer courses include:

- A three-week Introduction to Aviation Technology Course (ITATC). This course can be taken starting in the summer of year two.
- A six-week Advanced Aviation Technology Course – Aircraft Maintenance (AATC-AM). This course can be taken starting in the summer of year three.
- A six-week Advanced Aviation Technology Course – Airport Operations (AATC-AO). This course can be taken starting in the summer of year three.

**SPORTS**

Sports summer courses include:

- A three-week Introduction to Fitness and Sports Course (ITFASC). This course can be taken starting in the summer of year two.
- A six-week Fitness and Sports Instructor Course (FASC). This course can be taken starting in the summer of year three.

**MARKSMANSHIP**

Marksmanship has one summer training course; it is a six-week Air Rifle Marksmanship Instructor Course (ARMIC). This course can be taken starting in the summer of year three.

**MUSIC**

Music summer courses include:

- A three-week Basic Music Course (BMC). This course can be taken starting in the summer of year two.
- A six-week Junior Music Course (JMC). This course can be taken starting in the summer of year three.
- A six-week Intermediate Music Course (IMC). This course can be taken starting in the summer of year three.

**TRIPS AND EXCHANGES**

The Oshkosh Trip is three weeks in duration and can be taken starting in the summer of year four. The International Air Cadet Exchange (IACE) is three weeks in duration and can be taken starting in the summer of year five.

---

**CONFIRMATION OF TEACHING POINT 2**


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**QUESTIONS**

- Q1. What courses are available starting in the summer of year two?
- Q2. What are three of the summer training program areas?

**ANTICIPATED ANSWERS**

- A1. Introduction to Aviation Course, Introduction to Leadership Course, Introduction to Survival Training Course, Introduction to Aerospace Course, Introduction to Aviation Technology Course, Introduction to Fitness and Sports Course, and Basic Music Course.
- A2. Aviation, leadership, survival, aerospace, aviation technology, sports, marksmanship, music and trips and exchanges.

---

**CONCLUSION**


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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

Many cadets will have the opportunity to attend summer training centres after completing Level One training at the squadron. It is important for them to know what options are available for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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Summer Training CATO.

C0-043 *Quick Maps*. (2006). Retrieved 10 April 2006, from [www.theodora.com/maps](http://www.theodora.com/maps).



## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 7

### EO C107.01 – MAINTAIN THE AIR CADET UNIFORM

---

Total Time:

60 min

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### INTRODUCTION

---

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- ensure ironing boards, irons, pressing cloth, boot polish, boot cloths, old toothbrushes, lint brushes, hair supplies such as elastics and hair spray, and any other items that may be needed are available for this lesson;
- ensure a copy of EO M107.05 (Section 5) is available for reference purposes during this lesson; and
- inform the cadets that they are to bring the parts of their uniforms with them for this lesson.

#### PRE-LESSON ASSIGNMENT

Prior to the lesson the cadet shall gather their uniform parts to bring with them for this lesson.

#### APPROACH

The demonstration method was also chosen due to the practical nature of caring for a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to be able to maintain the air cadet uniform.

## IMPORTANCE

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the Canadian Cadet Organization (CCO).

---

### Teaching Point 1

**Explain the Pressing Cloth**

Time: 2 min

Method: Interactive Lecture

---

## THE PRESSING CLOTH

There are several points to keep in mind when ironing the uniform. A pressing cloth should always be used to prevent the parts of the uniform from becoming shiny.

Some examples of what can be used as a pressing cloth include:

- thin towel;
- pillow case;
- soft cotton cloth; and
- paper bag.

---

### CONFIRMATION OF TEACHING POINT 1

---

## QUESTIONS

- Q1. What is the purpose of using a pressing cloth?
- Q2. What are some items that can be used as a pressing cloth?

## ANTICIPATED ANSWERS

- A1. To prevent uniform parts from becoming shiny.
- A2. Thin towel, pillow case, soft cotton cloth and paper bag.

---

### Teaching Point 2

**Demonstrate the Correct Method of Care for the Trousers**

Time: 4 min

Method: Demonstration

---

## TROUSERS

The instructor shall demonstrate the correct method of care for the trousers to include:

- ensuring trousers are well pressed and free of dirt and lint at all times; and
- pressing the trousers, in accordance with the standard outlined in EO M107.05 (Section 5), which is achieved by:
  - lining the pant leg up by the seams to ensure the creases are properly positioned at the centre of the front and back of the leg;
  - laying the pant leg flat on the ironing board;
  - spraying the pants with water from a water bottle;



- placing a pressing cloth over the pant leg;
- ironing the pants until a sharp crease extends down the centre of each leg in the front and back, from the top of the leg to the bottom; and
- ironing on the same crease each time in order to avoid double creases.

**Teaching Point 3****Demonstrate the Correct Method of Care for the Short Sleeve Shirt**

Time: 4 min

Method: Demonstration

**SHORT SLEEVE SHIRT**

The instructor shall demonstrate the correct method of care for the short sleeve shirt to include:

- ensuring the short sleeve shirt is clean; and
- pressing the short sleeve shirt, in accordance with the standard outlined in EO M107.05 (Section 5), which is achieved by:
  - pressing the entire short sleeve shirt to ensure it is free of wrinkles by laying it flat on the ironing board;
  - pressing the sleeves flat with the top of the sleeve laid flat to ensure a sharp crease is formed down the centre of each sleeve starting at the centre of each epaulette. There should only be one crease in each sleeve; and
  - the collar may be starched to prevent it from becoming limp.

**Teaching Point 4****Demonstrate the Correct Method of Care for the Jacket**

Time: 4 min

Method: Demonstration

**JACKET**

The instructor shall demonstrate the correct method of care for the jacket to include:

- ensuring the jacket is clean; and
- pressing the jacket, in accordance with the standard outlined in EO M107.05 (Section 5), which is achieved by:
  - pressing the front and back of the jacket to ensure it is free of wrinkles;
  - ensuring the pockets on the front of the jacket are pressed flat; and
  - ensuring the sleeves of the jacket are roll pressed so they are free of creases by ironing the sleeves in sections but not ironing the edges.

**Teaching Point 5****Demonstrate General Guidelines for Care of the Boots**

Time: 5 min

Method: Demonstration

**BOOTS**

The instructor shall demonstrate caring for the boots to include:

- polishing, in accordance with the general guidelines outlined in EO M107.05 (Section 5), which is achieved by:
  - cleaning the welts of the boot with an old toothbrush and black boot polish;
  - using a polish cloth wrapped around the index finger;
  - applying a moderate amount of polish to the cloth;
  - applying the polish in a circular motion to the area being polished;
  - starting with large circles to cover the area with polish;
  - using smaller circles as the polish gets worked into the boot;
  - continuing to work in a circular motion until circles formed by the polish are no longer visible; and
  - the whole boot is to be polished, not just the toe;
- lacing the boots, which is achieved by:
  - lacing them straight across;
  - tucking the laces inside the boots; and
  - boots should not be tied too tightly.

---

**Teaching Point 6****Demonstrate the Correct Method for Wearing the Hair**

Time: 4 min

Method: Demonstration

---

**HAIRSTYLES**

The instructor shall demonstrate hairstyles in accordance with EO M107.05 (Section 5), which is achieved by ensuring:

- hair is neatly groomed and conservatively styled;
- the wearing of the wedge is not precluded by the length, bulk and style of the hair;
- the style and colour is not bizarre, exaggerated or of unusual appearance;
- the hair is secured or styled back to reveal the face. Any accessories used to secure or control hairstyles shall be unobtrusive;
- that male cadets' hair is taper trimmed at the back, sides and above the ears to blend with the hairstyle;
- the hair is not touching the ears or falling below the top of the eyebrows when the wedge is removed;
- that sideburns are not extending below a line horizontally bisecting the ear, are not squared off horizontally at the bottom edge, and are taper trimmed to conform to the overall hairstyle;
- that female cadets' hair is not extending below the lower edge of the shirt collar;
- that braids are styled conservatively, tied tightly, and secured at the end by a knot or a small unadorned fastener;
- a single braid is worn in the centre of the back; and
- that double braids are worn behind the shoulders.



Further information supporting hairstyles can be found in EO M107.05 (Section 5).

---

### Teaching Point 7

### Conduct an Activity on Maintaining the Uniform and Hair

Time: 30 min

Method: Activity

---

### ACTIVITY – “MAN YOUR STATIONS”

Time: 30 min

---

#### OBJECTIVE

The objective of this activity is to have the cadets demonstrate care and maintenance of the Air Cadet uniform.

#### RESOURCES

- Uniform pieces presented in the lesson.
- Irons.
- Ironing boards/tables.
- Pressing cloths.
- Water bottle.
- Black boot polish.
- Soft boot cloth.
- Old toothbrush.
- Hair elastics.
- Hair nets.
- Bobby pins.
- Hair spray.
- Scissors.
- Assistants if available.

#### ACTIVITY LAYOUT

- Divide class into five groups.
- Groups will be assigned a station to start at:
  - Station 1: Maintain the trousers;
  - Station 2: Maintain the short sleeve shirt;

- Station 3: Maintain the jacket;
- Station 4: Maintain the boots; and
- Station 5: Correct wear of the hair.
- Each group will rotate through each of the stations for a specified amount of time, approximately five minutes at each.
- The cadets are to maintain the parts of the uniform at each station, with the assistance of senior cadets or officers, if available.

## **SAFETY**

Cadets must be carefully supervised while using hot irons.

## **INSTRUCTOR GUIDELINES**

- During the activity supervise and praise the cadets as they maintain each part of the uniform.
- Assistant instructors should be made available to help supervise at the stations.
- If only the instructor is available, they are to rotate around the stations to supervise all cadets.
- Signal timings for station rotations.
- If cadets do not have uniform parts, ensure extra parts are available for the cadets to use.

---

## **END OF LESSON CONFIRMATION**

---

The end of lesson confirmation consists of the instructor inspecting the cadets' uniforms to ensure they meet the standard outlined in EO M107.05 (Section 5).

---

## **CONCLUSION**

---

## **HOMEWORK/READING/PRACTICE**

N/A.

## **METHOD OF EVALUATION**

There is no formal assessment of this EO. Cadets will be assessed on a continuous basis during parade night routines and through uniform inspections at the squadron.

## **CLOSING STATEMENT**

The Air Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

## **INSTRUCTOR NOTES/REMARKS**

Emphasis must be placed on the cadets' requirement to care for and maintain their uniforms at all times. Cadets should learn from the beginning how to maintain their uniforms and wear them properly.

This lesson should be delivered at the beginning of the training year before the cadets are expected to wear their uniforms.

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**REFERENCES**

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- A0-001 A-AD-265-000/AG-001, DHH 3-2. (2001). *Canadian Forces Dress Instructions*. Ottawa, ON.
- A3-006 Cadets Canada. (2005). CATO 55-04, *Royal Canadian Air Cadet Dress Instructions*. In *Cadet Administrative and Training Orders (Vol. 5)*. Ottawa, ON.

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## ROYAL CANADIAN AIR CADETS

### LEVEL ONE

### INSTRUCTIONAL GUIDE



### SECTION 8

#### EO C107.02 – IDENTIFY THE AIR FORCE NCM RANK STRUCTURE OF THE CF

---

Total Time:

30 min

---

### INTRODUCTION

---

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- gather Non-Commissioned Member (NCM) rank badges or large pictures of each rank.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall identify the NCM rank structure of the air element of the Canadian Forces.

#### IMPORTANCE

Cadets will often come in contact with personnel from the Canadian Forces. It is important that they be able to use proper marks of respect.

---

**Teaching Point 1**

**Describe the NCM Rank Structure of the Air Element of the Canadian Forces**

Time: 10 min

Method: Interactive Lecture

---

**AIR FORCE NCM RANK STRUTURE**

The NCM rank structure for the air element of the Canadian Forces (CF) is as follows:

- **Private Recruit (Pte R).** The Private Recruit rank has no rank badge.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-1 Private Recruit Rank

- **Private (Pte).** The Private rank consists of one chevron.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-2 Private Rank

- **Corporal (Cpl).** The Corporal rank consists of two chevrons.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-3 Corporal Rank

- **Master Corporal (MCpl).** The Master Corporal rank consists of two chevrons with a maple leaf on top.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-4 Master Corporal Rank

- **Sergeant (Sgt).** The Sergeant rank consists of three chevrons with a maple leaf on top.

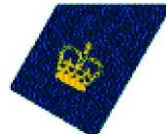




[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-5 Sergeant Rank

- **Warrant Officer (WO).** The Warrant Officer rank consists of a Tudor crown.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-6 Warrant Officer Rank

- **Master Warrant Officer (MWO).** The Master Warrant Officer rank consists of a Tudor crown surrounded by a wreath.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-7 Master Warrant Officer Rank

- **Chief Warrant Officer (CWO).** The Chief Warrant Officer rank consists of the Canadian Coat of Arms.



[www.forces.gc.ca/site/community/insignia/aira\\_e.asp#noncommisionned](http://www.forces.gc.ca/site/community/insignia/aira_e.asp#noncommisionned)

Figure 7-8-8 Chief Warrant Officer Rank



The cadets should be able to identify the ranks from the badges or from pictures of the badges. The cadets should also be able to put the ranks in the proper sequence.

---

### CONFIRMATION OF TEACHING POINT 1

---

#### QUESTIONS

- Q1. Which rank comes after Master Corporal?
- Q2. Which rank is identified by the Canadian Coat of Arms?
- Q3. How many chevrons identify the Corporal rank?

## ANTICIPATED ANSWERS

- A1. Sergeant.
- A2. Chief Warrant Officer.
- A3. Two.

---

### Teaching Point 2

### Conduct a NCM Rank Structure Identity Activity

Time: 12 min

Method: Activity

---

### ACTIVITY

Time: 12 min

---

### OBJECTIVE

The objective of this activity is for cadets to become familiar with the NCM rank structure of the air element of the CF.

### RESOURCES

- Paper copies of ranks found in Annex E (use as many ranks as the number of cadets in the class; if there are more than eight cadets there can be more than one cadet with the same rank).
- Tape.

### ACTIVITY LAYOUT

- Ranks are taped to the back of each cadet (the cadet does not get to see the rank that is on their back).
- The cadets have to walk around and ask other cadets yes or no questions to determine what rank they are wearing. For example, "Do I have two chevrons?" The cadet has to determine from the answers to their questions what rank they are.
- The cadets can only ask one question to each of the other cadets. They cannot ask the same cadet more than one question to determine what rank they are. This will ensure the cadets are interacting fully with the other members of the class.
- Once cadets have determined what rank they think they are, they will form a group with any other cadets who are the same rank, if there are any.
- After 10 minutes, the cadets split into their rank groups. They will then present what rank they think they are based on the information they received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the Corporal group/individual.

### SAFETY

Ensure there is an open area in the classroom that the cadets can easily walk around in.

### INSTRUCTOR GUIDELINES

- Ensure that the cadets have a full understanding of how to ask the right questions before starting the activity to determine what rank they are.
- Ensure that cadets do not take their ranks off to look at them.

---

**END OF LESSON CONFIRMATION**

---

Cadets should be able to identify the ranks as the instructor holds them up.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

Cadets should be able to identify the NCM ranks of the air element of the CF in required situations.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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- A3-005 QR&O 3.01 Department of National Defence. (2006). QR&O 3.01, *Ranks and Designations of Rank*. In Queen's Regulations and Orders for the Canadian Forces (Vol. 1, Chapter 3), Ottawa, ON.
- A3-008 Department of National Defence. Retrieved 6 April 2006, from [www.forces.gc.ca/site/Community/insignia/aira\\_e.asp#commisioned](http://www.forces.gc.ca/site/Community/insignia/aira_e.asp#commisioned).

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## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 9

#### EO C107.03 – TOUR THE SQUADRON

Total Time:

30 min

### INTRODUCTION

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content and become familiar with the material;
- coordinate tour with all squadron departments;
- review squadron protocols for offices, parade square, classrooms, break areas, out of bounds areas and saluting zones;
- arrange for one tour guide for every four cadets (can be senior cadets, officers, civilian instructors, or volunteers that are familiar with the squadron facilities);
- prepare maps (one for every four cadets) of the squadron facilities with numbered points of interest (see example in Annex F);
- prepare squadron passports (one for each cadet). See example in Annex G; and
- set up sticker stations at each point of interest.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

## REVIEW

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02 [Section 2]); and
- regulations for paying compliments inside a building (TP3 of EO M107.03 [Section 3]).

## OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- identify the location of:
  - the parade square;
  - classrooms;
  - break areas;
  - canteen;
  - washrooms;
  - communication areas;
  - Commanding Officer's (CO's) office;
  - administration office;
  - training office;
  - supply office; and
  - out of bounds areas; and
- observe appropriate protocols associated with each location.

## IMPORTANCE

Being familiar with the location of all the squadron facilities can aid the cadets in following instructions, finding information and participating in squadron activities.

---

## BACKGROUND KNOWLEDGE

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This information is representative only. Information presented must be tailored to be specific to the squadron. Individual squadron may have information that will vary from the information given in this guide.

## PARADE SQUARE

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the squadron holds parades and other ceremonial events. Appropriate squadron protocols should be followed regarding the parade square.

## **CLASSROOMS**

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the squadron should be left alone. Protocol for entering and leaving the classroom should be followed.

## **BREAK AREAS**

Break areas are where the cadets should be when not tasked. The squadron guidelines for the use of the area should be discussed.

## **CANTEEN**

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the squadron. Hours of operation, personnel responsible and how the money is used should be discussed.

## **WASHROOMS**

The location of the facilities should be pointed out.

## **COMMUNICATIONS AREAS**

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain squadron policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

## **COMMANDING OFFICER'S OFFICE**

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the squadron. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the squadron. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

## **ADMINISTRATION OFFICE**

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all squadron activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

## **TRAINING OFFICE**

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the squadron training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

## SUPPLY OFFICE

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

## OUT OF BOUNDS AREAS

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

---

### ACTIVITY

Time: 20 min

---

#### OBJECTIVE

This activity is designed to familiarize the cadet with the facilities and staff of their squadron.

#### RESOURCES

- squadron maps with numbered points of interest, if available (an example map is provided in Annex F).
- squadron passports.
- Stickers.

#### ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Annex G, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their squadron passports. The tour guide will check the answers at each point and award stickers to complete the passport.

#### SAFETY

N/A.



## INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the squadron facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

## REFLECTION

Time: 5 min

Method: Group Discussion

## GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

## SUGGESTED QUESTIONS

- Q1. Why is it important to know where all of the squadron facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the squadron facilities would help you feel more comfortable at cadets?

## CONCLUSION

## HOMEWORK/READING/PRACTICE

N/A.

## METHOD OF EVALUATION

There is no formal assessment of this EO.

**CLOSING STATEMENT**

Knowing the location of all the squadron facilities will assist cadets in following instructions, finding information and participating effectively in squadron activities.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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N/A.



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 10

#### EO C107.04 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE SQUADRON

---

Total Time:

60 min

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### INTRODUCTION

---

#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- familiarize themselves with the history of their squadron ensuring that the information they have researched covers all of the objectives of the lesson;
- obtain any memorabilia that would support the lessons content (e.g. historical documents photos, videos, awards, etc.); and
- set up learning stations in the classroom, and have cards prepared (see Activity Section below).

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with:

- the formation of their squadron;

- significant squadron developments since inception; and
- awards and accomplishments of the squadron.

## **IMPORTANCE**

The history of a squadron is a source of pride for those within it. Understanding the history of the squadron allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

---

## **BACKGROUND KNOWLEDGE**

---

### **SQUADRON FORMATION**

There are a number of events that are historically important during the creation of a squadron. These include:

- the charter date for the squadron;
- the initial composition of the squadron, staff and cadets; and
- the first sponsor of the squadron.

### **SQUADRON DEVELOPMENTS**

Squadrons participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, squadron personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the squadron (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- squadron trips to various locations.

Other important developments in the history of a squadron include:

- the development of a squadron crest; and
- the affiliation of a squadron with a Canadian Forces (CF) military unit.

### **SQUADRON AWARDS AND ACCOMPLISHMENTS**

There are a number of ways that a squadron can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the squadron.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local squadron or the CCO. Memorial awards that may be given are an important source of historical information within the squadron.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the squadron history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

---

## ACTIVITY

Time: 40 min

---

### OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their squadron.

### RESOURCES

- squadron photographs.
- squadron video.
- squadron awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

### ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas as found in Annex H:
  - squadron formation;
  - squadron developments; and
  - squadron accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips, timelines, memorabilia, summaries on bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;
- given 8 minutes to research information; and
- given 7 minutes to prepare their researched information on flipchart paper.

### **SAFETY**

N/A.

### **INSTRUCTOR GUIDELINES**

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

---

### **REFLECTION**

Time: 10 min

Method: Group Discussion

---

### **GROUP DISCUSSION**



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

### **DISCUSSION QUESTIONS**



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

### **SUGGESTED QUESTIONS**

- Q1. Why is it important for members of the squadron to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a squadron?
- Q3. Why is it important for cadets to understand the history of the corps'/squadrons' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a squadron?

---

**CONCLUSION**

---

**REVIEW**

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge in the future.

**MAIN TEACHING POINTS**

- TP1. Discuss the formation of the squadron.
- TP2. Discuss significant squadron developments since its inception.
- TP3. Discuss awards and accomplishments of the squadron.

**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

Being familiar with the history of the squadron will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the squadron and allow them to pass this information on to others.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**







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N/A.

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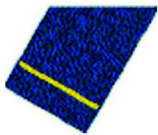



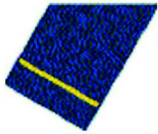



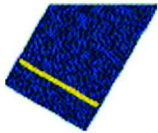



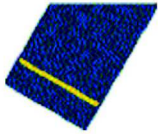





### AIR CADET RANKS

<p>NO BADGE</p>	
	
	
	

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### AIR OFFICER RANKS

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PUZZLES

**THE MISSION OF THE CADET PROGRAM IS TO CONTRIBUTE TO THE DEVELOPMENT AND PREPARATION OF YOUTH FOR THE TRANSITION TO ADULTHOOD, ENABLING THEM TO MEET THE CHALLENGES OF MODERN SOCIETY, THROUGH A DYNAMIC, COMMUNITY-BASED PROGRAM.**

**A RELEVANT, CREDIBLE  
AND PROACTIVE YOUTH  
DEVELOPMENT ORGANIZATION,  
OFFERING THE PROGRAM OF  
CHOICE FOR CANADA'S YOUTH,  
PREPARING THEM TO BECOME  
THE LEADERS OF TOMORROW  
THROUGH A SET OF FUN,  
CHALLENGING, WELL-ORGANIZED  
AND SAFE ACTIVITIES.**

**DEVELOP IN YOUTH THE  
ATTRIBUTES OF GOOD  
CITIZENSHIP AND LEADERSHIP.**

**PROMOTE PHYSICAL FITNESS.**

**STIMULATE THE INTEREST OF  
YOUTH IN THE SEA, LAND AND  
AIR ACTIVITIES OF THE  
CANADIAN FORCES.**

**TO LEARN  
TO SERVE  
TO ADVANCE**

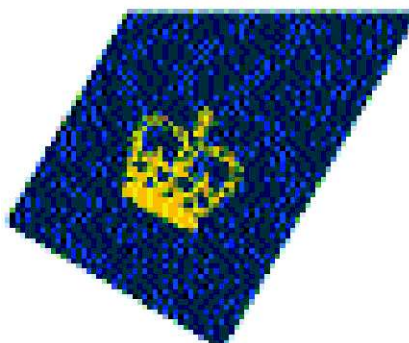
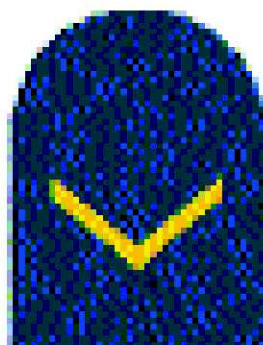
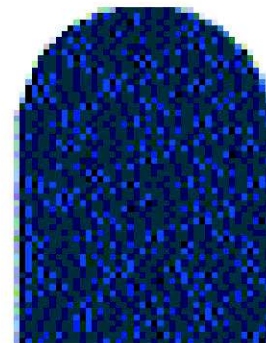
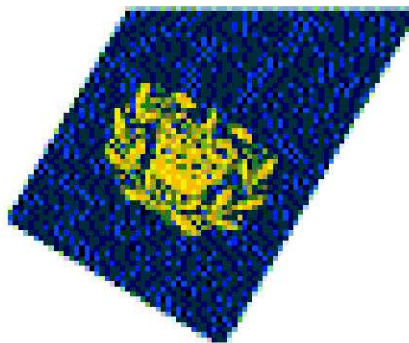
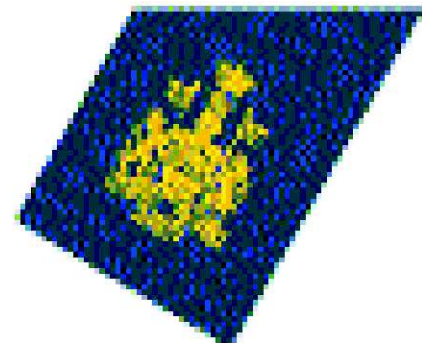


RECOGNIZE YOUR UNIFORM ACTIVITY

WEDGE	LIGHT BLUE COTTON T-SHIRT	BLACK GLOVES AND MITTS	RUNNING SHOES
WEDGE INSIGNIA	TURTLE-NECK SWEATER	NAMETAG	GREY WOOL SOCKS
WIDE BRIMMED TAN SUMMER HAT	JACKET AND JACKET BELT	TROUSERS	SQUADRON SHOULDER BADGE
TOQUE	ALL-SEASON JACKET	BLACK BELT	LAC RANK BADGE
SHORT SLEEVE SHIRT	RANK SLIP-ONS	GREY SPORTS SHORTS	
NECKTIE	GREY SPORTS T-SHIRT	BOOTS	

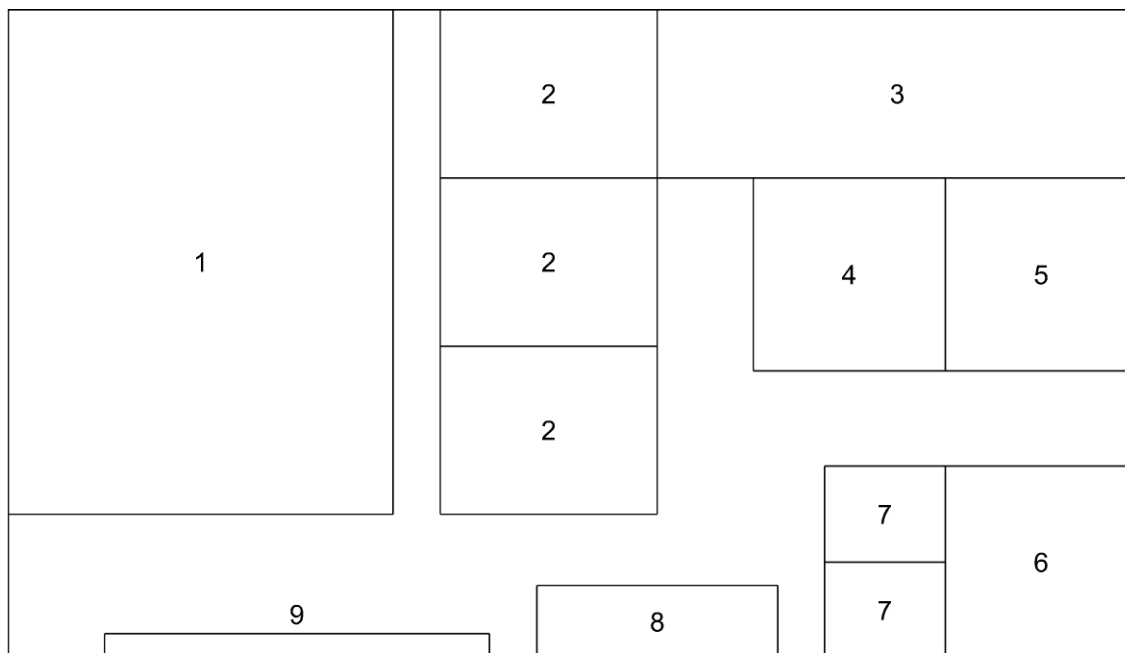
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**NON-COMMISSIONED MEMBER (NCM) RANKS OF THE AIR ELEMENT OF THE CANADIAN FORCES**



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**EXAMPLE MAP**



**POINTS OF INTEREST:**

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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### SQUADRON PASSPORT

<p>THE PARADE SQUARE</p> <p>What are the rules for the parade square?</p> <p><b>Sticker</b></p>	<p>CLASSROOMS</p> <p>What rooms are used for classroom training?</p> <p><b>Sticker</b></p>
<p>BREAK AREAS</p> <p>Where is the break area?</p> <p><b>Sticker</b></p>	<p>CANTEEN</p> <p>When is the canteen available?</p> <p><b>Sticker</b></p>
<p>WASHROOMS</p> <p>Where are the washrooms located?</p> <p><b>Sticker</b></p>	<p>COMMUNICATION AREAS</p> <p>Where do cadets sign up for activities?</p> <p>Who is allowed to post information?</p> <p><b>Sticker</b></p>

<p>COMMANDING OFFICER'S OFFICE</p> <p>What is the Commanding Officer's name?</p> <p style="text-align: right;"><b>Sticker</b></p>	<p>ADMINISTRATION OFFICE</p> <p>What is the Administration Officer's name?</p> <p>Who else works in Administration?</p> <p style="text-align: right;"><b>Sticker</b></p>
<p>TRAINING OFFICE</p> <p>What is the Training Officer's name?</p> <p>Who else works in Training?</p> <p style="text-align: right;"><b>Sticker</b></p>	<p>SUPPLY OFFICE</p> <p>What is the Supply Officer's name?</p> <p>Who else works in Supply?</p> <p style="text-align: right;"><b>Sticker</b></p>
<p>OUT OF BOUNDS AREAS</p> <p>Which areas are out of bounds to cadets?</p> <p style="text-align: right;"><b>Sticker</b></p>	<p style="text-align: right;"><b>Sticker</b></p>



**MEMORIAL AWARDS**

(Green Construction Paper)

**Corps/Squadron Formation**

# CHARTER

(Red Construction Paper)

**Corps/Squadron Developments**

# HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

**Corps/Squadron Accomplishments**

# LCOLSHEA CITIZENSHIP AWARD

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